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STATE NORMAL SCHOOL
NEWARK, NEW JERSEY

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THIRD ANNUAL CATALOGUE

1916—19~~17~~

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NEW JERSEY STATE NORMAL SCHOOL AT NEWARK

THIRD

ANNUAL CATALOGUE

1916—1917

CATALOGUE OF THE NEW JERSEY STATE NORMAL SCHOOL AT NEWARK

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Committee on State Normal Schools at Trenton, Montclair and Newark.

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EDGAR H. STURTEVANT.

Report of the State Board of Education.

To the Senate and General Assembly:

In pursuance of law, there is here presented the report of the New Jersey State Normal School at Newark. From September, 1915, to September, 1916, seven hundred students have been enrolled. Two hundred and eighty-seven graduated, all of whom have received teaching positions. The demand for graduates has been greater than the supply.

The central location of the school and the excellent transportation facilities result in a very large registration, which taxes the capacity of the institution. Thirty high schools are within an hour's distance and only twelve students are boarding at Newark.

This institution does not prepare students to teach high school or special subjects, the emphasis being placed upon giving a thorough training for the kindergarten, primary and grammar school grades.

The report of the principal follows.

Respectfully submitted,

JOSEPH S. FRELINGHUYSEN,
President of the State Board of Education.

Principal's Report.

To the State Board of Education:

GENTLEMEN—The school year has been one of progress and inspiration. The demand for admission increases each year. Four hundred and thirty applications were received September 1st, 1915, and over two hundred applications were filed February 1st, 1916. It is a source of gratification to report that all applicants from all counties were admitted February 1st, 1916, and also to state that plans have been formulated to admit all students from all counties September 1st, 1916, if the appropriations asked for are granted by the Legislature.

Additional teachers were secured for the new semester commencing February 1st, 1916, and the program lengthened. The school day commences at 8:45 in the morning and is divided into seven periods of forty-five minutes each. Recitations in a school of this character should have at least this amount of time, if not more. It is pleasing to note that members of the faculty appreciate the extra time that has been given them for class-room work.

The faculty consists of forty members. These teachers have shown commendable zeal and co-operation in meeting the problems confronting this rapidly growing institution and also in assisting in adapting the course of study to the needs and capacities of children. One of the interesting phases of the work is found in the fact that many of the normal teachers who have regular teaching periods in the Webster Training School constantly suggest changes in their own theory work as a result of their teaching contact with children.

The child is made the central thought, and the necessity

to analyze subject matter and method from the standpoint of the child is becoming more and more emphasized by the faculty. The advantages offered to both normal teachers and students at the Webster Training School, with its twelve hundred pupils, cannot be overestimated.

It requires time to build up the various departments of a normal school, but our equipment now affords excellent opportunities for enlarged activities.

The art and manual training departments are well equipped along all lines. Problems begun in the art department are carried to completion in the school shops. Many useful articles are made by the students. A visit to the manual training shops will indicate that the rural school problem is given careful consideration.

The biological department is now equipped with growing plants of various kinds, living animals, salt and fresh water aquaria and screened pools for insect metamorphosis.

The course in agriculture has been increased and considerable equipment purchased. Students use a Babcock's Milk Tester, a piano strung back for teaching sound, an incubator for raising chickens, a stereopticon for illustrating various phases of agricultural life and instruments for testing ventilation and the moisture of air; the laboratories, which are now well equipped, are used for testing impurities found in milk, water, candy, foodstuffs and patent medicines; this training has proven very interesting and profitable. Much attention is given to preparing and tilling various kinds of soil, the raising of vegetables and fruits, information relative to friendly and unfriendly insects and ways and means for eliminating destructive insect pests. Emphasis is also given to poultry raising, gardening, spraying, pruning and grafting of trees and the care of animal life.

The departments of physiology and physical training are closely correlated. The school physician is assisted by the heads of these departments when examining students. The personal knowledge gained by these teachers during these

examinations is of great benefit, as it enables them to present the subject of health, personal hygiene and correction of physical defects in a more helpful and sympathetic manner. Stress is placed upon the hygiene of the school room, the seating, ventilation, heating, light and physical conditions of children. The fully equipped gymnasium affords excellent opportunities for games, playgrounds and other school activities.

It will be impossible to discuss the other departments of the school, but it can be truthfully stated that the one aim is to give students preparation and teaching skill, to use the State monographs and all other sources of information with intelligence and to recognize and care for all the needs of children.

In order that the work of the training teachers throughout the State may be more closely unified, the principal has arranged to have various groups of these teachers meet for discussion at designated centers throughout the State. The principal has also arranged to bring these training teachers, one hundred in number, to the normal school once each semester for the purpose of observing the work of the various departments, discussing the methods employed and listening to a number of addresses relative to the preparation of normal students.

It may be of interest to state that two systems are employed in training our students in the practice department. A centralized system is carried on in Webster Training School. Here a close correlation exists between theory and practice and this training is followed by a ten-week period of practice teaching throughout various parts of the State. Each student receives a total of twenty weeks' training in practice work under careful supervision. Weekly reports are made upon these students at the Webster Training School by the principal and critic teachers. Other reports are made by the Supervisor of Practice and the Assistant Supervisor of Practice.

When students are scattered throughout the State for their practice teaching, they are visited from time to time by the Principal, the Supervisor of Practice and the Assistant Supervisor of Practice. Principals and teachers also make written reports upon the work of these practice students.

No difficulty has been experienced in placing our graduates. Ever since the first graduating class, all graduates have been offered positions. The spirit of cooperation shown by superintendents and supervising principals has been very commendable. Our graduates when they receive positions are followed up by visitations; written reports are also sent to the principal of the Normal School regarding their success or failure.

W. S. WILLIS,
Principal.

NEW JERSEY STATE NORMAL SCHOOL AT NEWARK.

FACULTY.

W. SPADER WILLIS,
Principal.

ALICE T. WHYTE,
Head of Department of Psychology.

ANNA BODLER,
Head of Department of Principles and History of Education.

HARRY A. SPRAGUE,
Supervisor of Practice.

AGNES VINTON LUTHER,
Head of Departments of Biology, Physiology and School Hygiene.

DANIEL R. HODGDON,
Head of Department of Science.

ANDREW L. SLOAN,
Head of Department of Geography.

HERMAN G. CUTHBERT,
Head of Department of Mathematics.

FLORA C. YORK,
Head of Department of Special Methods.

LILLIAN M. KREINER,
Head of Department of English.

HARRIET P. CARPENTER,
Head of Department of Kindergarten Theory.

WARREN ENGLISH,
HEAD OF DEPARTMENT OF MANUAL ARTS.

MARA FALKLAND-FALKEN,
HEAD OF DEPARTMENT OF PHYSICAL TRAINING.

PHENA BAKER,
HEAD OF DEPARTMENT OF MUSIC.

MARION G. CLARK,
HEAD OF DEPARTMENT OF HISTORY.

EDA G. WILLARD,
ASSOCIATE SUPERVISOR OF PRACTICE.

BEULAH HURLEY,
ASSOCIATE INSTRUCTOR IN MANUAL ARTS.

ELSA E. J. BOLLIN,
ASSOCIATE INSTRUCTOR IN BIOLOGY.

E. MARCIA BALDWIN,
ASSOCIATE INSTRUCTOR IN PSYCHOLOGY.

NELLIE R. SHEA,
INSTRUCTOR IN PENMANSHIP AND SPELLING.

ANNA M. BALLING,
LABORATORY ASSISTANT.

ISABEL VANDERBURGH,
SECRETARY.

MAY EWALD,
REGISTRAR.

ANNA M. SCHMUTZ,
STENOGRAPHER.

NANCY I. THOMPSON,
LIBRARIAN.

Instructors in Webster Training School.

MAY V. BASSET,

AGNES V. BYRNE.

ELIZABETH C. CARLTON.

EDITH T. DOREMUS.

ETHEL ELLENSTEIN.

CLARA L. FLANIGAN.

GEORGIANA HAMEL.

GERTRUDE McDERMOTT.

GRACE MERRY.

AGLAE L. ROTHERY.

IDA M. SMITH

CAROLYN E. TOBEY.

ANGELINE E. TRELOAR.

EMMA L. WETTLIN.

MARY COOK, M.D.,
Physician.

LOCATION OF THE SCHOOL.

The New Jersey State Normal School at Newark occupies a part of the old Kearny estate at the corner of Belleville and Fourth avenues. The spacious grounds afford opportunities for recreation and other outside activities, while the sunken gardens, filled with choice and rare plants, are used for nature study purposes.

The school may be reached by a number of railroads, the Pennsylvania, Erie, Delaware, Lackawanna and Western and the Central. All of these stations are not more than fifteen minutes from the school. The Broad, Clinton, Paterson and Mulberry trolleys pass the door. The railroad and trolley facilities afford such excellent opportunities for transportation from nearby towns that few students have made application for board in the city of Newark.

Calendar, 1916-1917.

First Quarter—September 11th, 1916, to November 10th, 1916.

Second Quarter—November 13th, 1916, to January 26th, 1917.

Third Quarter—January 29th, 1917, to March 30th, 1917.

Fourth Quarter—April 9th, 1917, to June 26th, 1917.

The fall term will commence Monday, September 11th, 1916, at 8:50 A. M., and close Friday, January 26th, 1917, at 3 P. M. The mid-year term will begin Monday, January 29th, 1917, at 8:50 P. M., and close Tuesday, June 26th, 1917.

School will not be in session on Thanksgiving Day and the day following, Lincoln's Birthday, Washington's Birthday and Memorial Day. Christmas vacation will extend from Friday, December 22d, 1916, at 3 P. M., until Tuesday, January 2d, 1917, at 8:50 A. M.

The spring vacation will be from Friday, March 30th, 1917, at 3 P. M., until Monday, April 9th, 1917, at 8:50 A. M.

Commencement exercises will be held in the auditorium of the school on Thursday, January 25th, 1917, at 2:30 P. M., and on Thursday, June 21st, 1917, at 2:30 P. M.

The school day is from 8:50 A. M. until 3 P. M., with an interval of thirty-five minutes for lunch. There are seven recitation periods of forty-five minutes each.

SCHOOL ORGANIZATIONS.

These organizations have been formed for the purpose of preparing students for various phases of teaching. The Public Platform Speaking and Debating Club, the Arts and Crafts Society, the Story-Tellers' and Story-Players' Association, the Normal School Board of Health, the Musical, Camera and Travel Clubs, the Athletic Association, the School Paper, the Alumni Association and the "Get Acquainted" Society are potent factors in the work of the school.

The school paper was established last year and has proven a great success. Articles bearing on school problems are written by members of the faculty, student body and prominent educators.

The Alumni Association, which was started last year, is in a flourishing condition. The Senior and Junior receptions given to the principal, faculty and students have elim-

inated class distinctions and promoted a general school spirit.

The object of the Travel Club is to visit historical places at minimum cost. The Easter vacation is utilized for this purpose. Last year over a hundred students visited Washington, D. C., on a four days' trip under the auspices of the Travel Club.

Parents' Day.

The first Thursday of October, December, March and May has been designated "Parents' Day." On these days a special invitation is extended to the parents to visit the school, to meet the members of the faculty, to attend the classes, and to become better acquainted with the opportunities which are offered their sons and daughters. This day has proven a pleasing feature in the school program and many parents have shown their interest in the everyday life of their children by spending a day with them.

Lectures.

The following lectures have been given before the faculty and student body during the past year:

"Observations," by the Hon. Joseph S. Frelinghuysen, President of the State Board of Education.

"Preparation for Teaching," by Dr. E. C. Broome, Superintendent of Schools, East Orange, N. J.

"The New Education," by Dr. David B. Corson, First Assistant Superintendent of Schools, Newark, N. J.

"Prevention of Fires," by Captain C. Albert Gasser, Head of the Bureau of Combustibles and Fire Risks, Newark, N. J.

"Keeping the Streets of a City Clean," by Mrs. Gustave Gehin, Chairman of the Committee on Sanitation of the Contemporary Club of Newark, N. J.

ASSEMBLY ROOM.

"The Teacher's Philosophy of Life," by Dr. Himlich, Principal of the Normal School, Cleveland, Ohio.

"How Shall We Preserve Our Trees," by Mr. Carl Bannwart, Secretary of the Shade Tree Commission, Newark, N. J.

"What Shall We Do With Defective Children," by Judge Dolan, of the Juvenile Court, Newark, N. J.

"Training of Colored Youths," by Mr. W. B. Valentine, Principal of the Bordentown School for Colored Youths.

"Things that Count for Success," by Mr. A. V. Hamburg, President of the Board of Trade, Newark, N. J.

"The Teaching of Reading," by Dr. George Brinkerhoff, Principal of Webster Street School, Newark, N. J.

"Arts and Crafts," by Mr. Hugo B. Froehlich, Supervisor of Art in Public Schools, Newark, N. J.

"Self-Control," a series of morning talks given by the Principal.

Besides these lectures, a number of debates have been held and varied programs presented by the students.

ENTRANCE REQUIREMENTS.

Graduates of High Schools or Academies on the "Approved List" and holders of First Grade County Teachers' Certificates or of Permanent Elementary or Secondary Certificates are admitted to the Normal School without examination, provided they are residents of New Jersey, sixteen years of age, and can present certificates of health and good moral character.

High School Preparation for Entrance to the State Normal School at Newark, New Jersey.

A graduate of any four-years' course of a school on the approved list is admitted without examination, provided that course has included plane geometry. The State Board of Education requires that "A certificate from an approved high school should count from 72 to 80 points, and should include those subjects that are essential to the Normal required units in methods, including drawing, plane geometry, algebra, botany, zoölogy, history, the college entrance requirements in English, or the equivalent." It is advised that students review, while in high school, arithmetic, geography, United States history and English grammar. Students in the general course, who have not had physics and chemistry in the high school, will be required to take both in the Normal School. It is also advised that students take courses in the reading of music, and in American or modern European history. Students who are deficient in spelling or in the mechanics of written English will be dropped from the school.

Admission on Certificate.

(Ruling adopted by the State Board of Education December 4th, 1915.)

A person may be admitted to any of the courses without examination on presenting a first grade county teachers' certificate, a permanent elementary or secondary certificate, or a certificate of graduation from an approved high school.

A certificate from an approved high school should count from 72 to 80 points, and should include those subjects that are essential to the Normal required units in methods, including drawing, plane geometry, algebra, botany, zoölogy, history, the college entrance requirements in English, and for the domestic science course, physics and chemistry; for though admitted on certificate they are of necessity conditioned unless prepared for the required units.

A full course in one foreign language is preferable to partial courses in two or more.

Students in the general course who have not had physics and chemistry in the high school will be required to take both in the Normal School, those who have had but one will be required to take the other.

College graduates may be admitted to a five-month course especially arranged.

Persons desiring to be admitted by examination must submit evidence of having completed the subjects which are equivalent to a four-year high school course. If the evidence is satisfactory, examinations on these subjects will be given.

At registration all students must sign a declaration that they intend to teach two years in the public schools of New Jersey immediately following graduation, and that if they do not fulfill their obligations, will refund to the State the

cost of tuition, unless excused by the State Board of Education.

All applications for the mid-year term must be made in writing by January 1st, and for the fall term by June 1st, preceding the admission date.

Conditions of Failure.

Students failing in both the term's work and the test work in a subject, must make up said subject the following term.

Teachers will read reports to students at the close of each term. Parents will be notified of the unsatisfactory work of pupils. Inquiries of parents concerning the work of pupils will be answered on request. Students should consult their teachers from time to time about their work. There should be no hesitancy about this matter.

No student who has failed in either of the other two State Normal Schools of New Jersey will be admitted.

Approved Public High Schools.

Asbury Park,
Atlantic City,
Atlantic Highlands,
Barnegat,
Bayonne,
Belleville,
Belvidere,
Bernardsville,
Blairstown,
Bloomfield,
Boonton,
Bordentown,
Bound Brook,
Bridgeton,
Burlington,
Butler,
Caldwell,
Camden,
Cape May,
Cape May C. H.,
Chatham,
Clifton,
Clayton,
Clinton,
Closter,
Collingswood,
Cranford,
Dover,
Dumont,
East Orange,

Elizabeth,
Elmer,
Englewood,
Flemington,
Freehold,
Glassboro,
Glen Ridge,
Gloucester City,
Hackensack,
Hackettstown,
Haddonfield,
Haddon Heights,
Hamburg,
Hampton,
Hammonton,
Harrison,
High Bridge,
Hightstown,
Hoboken,
Hohokus,
Hopewell,
Irvington,
Jamesburg,
Jersey City,
Kearny,
Keyport,
Lakewood,
Lambertville,
Leonardo,
Leonia,
Linden,
Long Branch,
Madison,
Manasquan,
Matawan,
Metuchen,
Millburn Township,
Millville,
Model,
Montclair,
Moorestown,
Morristown,
Mount Holly,
Netcong,
Newark (Barringer,
Central, East Side,
South Side),
New Brunswick,
Newton,
North Plainfield,
Nutley,
Ocean City,
Ocean Grove,
Orange,
Palmyra,
Park Ridge,
Passaic,
Paterson,
Paulsboro,
Pemberton,
Penn's Grove,
Perth Amboy,
Phillipsburg,
Plainfield,
Point Pleasant,
Princeton,
Rahway,
Ramsey,
Red Bank,
Ridgefield Park,
Ridgewood,
Rockaway,
Roselle,
Roselle Park,

Rutherford,
Salem,
Shilo,
Somerville,
South Amboy,
South Orange,
South River,
Succasunna,
Summit,
Sussex,
Toms River,
Town of Union,
Trenton,
Tuckahoe,
Tuckerton,
Verona,
Vineland,
Washington,
Westfield,
West Hoboken,
West Orange,
Westwood,
Wildwood,
Woodbine,
Woodbridge,
Woodbury,
Woodstown.

Approved Private Secondary Schools.

Beard's School for Girls, Orange,
Blair Hall,
Bordentown Military Institute,
Carlton Academy, Summit,
Carteret Academy,
Centenary Collegiate Institute, Hackettstown
College of Mt. St. Mary, Plainfield,
Dearborn-Morgan School,
Dwight School for Girls, Englewood,
English and Classical School, Newton,
Farnum Preparatory School, Beverly,
Friends' Academy, Moorestown,
Friends' High School, Moorestown,
German Theological School, Bloomfield.
Holy Angels Academy, Ft. Lee,
Hoover School, Paterson,
Ivy Hall,
Kent Place School for Girls, Summit,
Kingsley School for Boys, Essex Fells,
Lakewood School,

Lawrenceville School,
Leal School for Boys,
Miss Craven's School, Newark,
Montclair Military Academy,
Morris Academy,
Morristown School,
Mt. St. Dominick Academy, Caldwell,
Newark Academy,
New Jersey Military Academy,
Peddie Institute, Hightstown,
Pennington Seminary,
Pingry School,
Princeton Preparatory School,
Rutgers Preparatory School,
Sacred Heart Academy, Hoboken,
Sacred Heart Academy, Trenton,
St. Aloysius Academy, Jersey City,
St. Benedict's College, Newark,
St. Dominic Academy, Jersey City,
St. Elizabeth's Preparatory School, Convent,
St. Elizabeth's College, Convent,
St. Mary's Academy, Newark,
St. Mary's High School, Trenton,
St. Michael's Monastery, West Hoboken,
St. Patrick's High School, Elizabeth,
St. Peter's High School, Jersey City,
St. Peter's School, New Brunswick,
St. Philip and St. James, Phillipsburg,
St. Vincent's Academy, Newark,
Seton Hall College,
Star of the Sea Academy, Long Branch,
Stevens Preparatory School,
Upsala College, Kenilworth,
Vail-Dean School,
Wenonah Military Institute,
West Jersey Academy.

Expenses.

No charge is made to students for text-books. Each student must provide herself with a complete gymnasium outfit, consisting of dark blue bloomers, blouse and gymnasium shoes. This outfit can be secured from the Physical Training Director at a cost of about $4.00.

A wholesome, substantial lunch is served at noon in the large dining-rooms at a minimum cost.

Course of Instruction.

The purpose of the school is to prepare students to teach in the elementary and kindergarten grades of the public schools of the State of New Jersey, and no special students are admitted.

At the present time there are two courses to be pursued by students, the General Course and the Kindergarten-Primary Course. Graduates of the General Course receive certificates entitling them to teach in any elementary grade. Graduates in the Kindergarten-Primary Course are given certificates good in the kindergarten and first four primary grades. The certificates of the New Jersey State Normal Schools are endorsable in most other States without examination.

Synopsis of the Course of Studies.

Junior B (First Half Year).

General Course.

Psychology,	4	periods	per	week
English,	2	"	"	"
Biology,	4	"	"	"
Arithmetic,	4	"	"	"
Industrial Art	2	"	"	"
Art,	2	"	"	"
Geography,	4	"	"	"
Physical Education,	2	"	"	"
Penmanship,	1	"	"	"
Spelling,	1	"	"	"
Music,	2	"	"	"
Library,	1	"	"	"
	3	"	"	"
	29	"	"	"

JUNIOR A (SECOND HALF YEAR).

General Course.

Psychology,	4	periods	per	week
Literature,	3	"	"	"
Applied Science,	3	"	"	"
Agriculture,	1	"	"	"
Sewing,	2	"	"	"
Music,	2	"	"	"
Spelling,	1	"	"	"
Industrial Art,	2	"	"	"
Physical Education,	2	"	"	"
Art Method,	2	"	"	"
Physiology,	1	"	"	"
History and Civics,	4	"	"	"
Mechanical Drawing,	1	"	"	"
Book Binding,	1	"	"	"
Penmanship,	1	"	"	"
	30	"	"	"

SENIOR B. (TEN WEEKS OF THEORY, TEN WEEKS OF PRACTICE AT WEBSTER SCHOOL.)

Reading Methods,	4	periods	per	week
Physical Education,	2	"	"	"
History of Education,	5	"	"	"
Geography Methods,	4	"	"	"
Story Telling,	3	"	"	"
Music,	2	"	"	"
Penmanship,	1	"	"	"
History Methods,	3	"	"	"
Arithmetic Methods,	3	"	"	"
Library Methods,	2	"	"	"
Penmanship,	1	"	"	"
	30	"	"	"

During the ten weeks practice work at Webster Training School the principal of the school and the supervisor of practice meet the students weekly for four hours' work in discussing class-room problems, teaching aims and methods, and appropriate subject matter.

Senior A. (Ten Weeks of Theory, Ten Weeks of Practice Throughout Various Centers in the State.)

Teaching Process,	3	periods	per	week
History of Education,	5	"	"	"
Methods in Reading,	3	"	"	"
Physical Education,	2	"	"	"
Dramatic Art,	2	"	"	"
School Hygiene,	4	"	"	"
Science Methods,	2	"	"	"
Platform Practice,	1	"	"	"
Visiting Educational Institutions,	3	"	"	"
Library Methods,	1	"	"	"
Grammar,	1	"	"	"
Psychology,	2	"	"	"
Penmanship,	1	"	"	"
	30	"	"	"

Psychology.

(Four periods per week, forty weeks.)

Course I.

The purpose of the course is gradually to secure the orientation of the student from the biological, physiological, psychological and sociological points of view through observation, experiment, lecture, report and discussion on the following topics:

I. Introductory—Study of Habit Formation.

II. Description of the Nervous System:
(I) Structural and Functional Organization
1. Peripheral and Central.
2. Brain Localization.
Relation to certain educational problems.
3. Relation to Mental Phenomena.
Reaction, Time, Memory, Association, Fatigue, Aphasia.
4. Defects.

III. Study of the Senses:
(I) Stimuli, (II) End Organs, (III) Characteristics of Sensation, (IV) Values: Cognitive and Æsthetic.

IV. Education of the Central Nervous System.
(I) Relation to
1. Complexity of Structure and Function
2. Significance of the Lengthening Period of Infancy.
3. Factors of Evolution.
4. Requirements of Life.

COURSE II.

This course is designed to give the student an introduction to the methods, the fundamental facts and principles of psychology and their relation to the development of an Economy and Hygiene of Learning. Standard experiments in Memory, Practice, Association and Thinking are performed and statistics collected and interpreted.

Especial attention is given to the formation of general psychological principles underlying the science of education and the results of their application to concrete cases.

Applications are not confined to the classrooms, but extend to the entire range of human interest.

I. Consciousness, Attention, Sensation, Perception, Memory, Association, Conception, Judgment Reasoning, Instinct, Emotion, Volition.
II. The Self, Play, Imitation, Interest.

Principles and History of Education.

The present day tendencies in education in relation to the child are considered first. These tendencies are then traced from their origin through the different periods of civilization: Primitive; Barbarian, as typified by China; Civic, represented by Judea, Greece and Rome; Human, including Early Christian Education, Education of the Middle Ages, Renaissance and Modern Education. The history of education of the United States and New Jersey is included.

Each period is studied as to aims, content, methods and results. With the educational aims are studied the religious, political and economic ideals to the extent that they affect education.

The relation between the individual and society and the development of both are constantly kept in mind.

The Senior A Class is allowed three periods a week for ten weeks to visit educational institutions, of which there are many types in the vicinity. In connection with each visit, one recitation period is spent in considering the principles upon which the existence of the school depends, as well as the origin of these principles. The object of this phase of the work of the history of education classes, as well as all other phases, is better teaching.

Time for course: Senior A, 5 periods per week for 10 weeks in addition to the time stated above; Senior B, 5 periods per week for 10 weeks.

Method followed: lectures, discussions, reports, reading with emphasis on source material, pictures, use of museums, etc.

The text used is Monroe's Text Book in the History of Education. The Normal School library also furnishes: Monroe's Cyclopedia of Education and Source Book in History of Education; Histories of Education by Davidson, Graves, Quick, Painter, Compayré, Laurie, Rosenkranz, Parker, Dexter, etc.; writings by Plato, Quintilian, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, Dewey and many others.

School Management.

The following brief course covers only a few of the topics usually included in the subject of School Management. The aim is to treat each problem as concretely as possible. The problems should not lack motive; they will be defined, discussed, and then the methods of solving and applying each will be summarized.

The following problems will be included in the course:

I. The School and the Community.
   - A. School as the social center.
   - B. School as the educational center.
   - C. The teacher as a co-worker with parents.

II. Use of the Course of Study. (State Monographs.)
   - A. Interpretation of Course of Study.
   - B. Development and organization of topics of course of study.
   - C. Adaptation of subject matter and method of presentation to the local interest and needs.

III. The School's Program. (State Monograph.)
   - A. Principles governing the making of a school program.
   - B. Practice in making programs for rural and graded schools.

IV. School Discipline.
   - A. Subject matter as a means of control.
   - B. Methods as a means of control.

FIRST AID.

C. Sympathy and spirit of coöperation as a means of control.

D. Authority as a means of control.

V. Measuring Quality of Instruction.

A. Common scales and tests discussed and applied.

B. Supervision in relation to results of instruction.

VI. School Records and Attendance.

A. Discussion of record systems in common use.

B. School census, enrollment, absence and tardiness.

C. Methods of dealing with matters of attendance.

VII. The Teacher's Means of Self-Improvement.

A. Professional reading.

B. Extension and summer courses.

C. Lectures, conferences and round tables.

VIII. Common School Laws.

A. Compulsory education.

B. School Punishments.

C. School records.

D. Certification, contracts and pay of teachers.

E. Administration of education.

School Hygiene.

The aim of the Course in School Hygiene is the conservation of the child's resources, intellectual, physical and moral—the leading toward a "trained intelligence, controlled by high moral ideals and made safe and sane through vigorous physical powers."

Emphasis is laid on training for *practical efficiency in the classroom backed by sound scientific principles.* The Seniors bring to this work a keen appreciation of school conditions. The daily problem in hygiene, the city problem, the country problem, all furnish the practical test by which the students

measure their ability to use their knowledge of the fundamental principles underlying this science.

Environment of the Child.

Schoolroom lighting, heating, ventilation, furniture, apparatus, room materials.

The Child's Reaction to His Environment.

Positions of school children, physical defects, oral hygiene, eye strain, hearing, contagious diseases, medical inspection.

The Hygiene of Instruction.

School programs, tests, fatigue, function of play, special schools, constructive, mental and moral hygiene, use of State monographs.

An especially important part of the work is the Course in First Aid to the Injured. This is taken up in accord with the lines laid down by the National Society, but it is especially adapted to the needs of schoolroom and playground. It is rare to find a teacher in the ordinary grade school who is a graduate of First Aid. The Newark State Normal School is attempting to equip the young teacher in this line. First aid in accidents, emergency measures and practical lessons in bandaging are covered by this course.

Physiology.

The short course in Physiology in the Junior Year is intended to put the student in touch with the great movements of the day leading to health and efficiency. "Learning to Live Right" is the text of the course. It is felt that the teacher of to-day should concern himself not only with the teaching of Physiology and Hygiene, he must keep himself informed of what is being accomplished by those societies that are working out the problem of safe and sane living. The schoolroom must reflect the results of such contact. The children must be trained for citizenship

hygiene as well as personal hygiene. Topics such as the following suggest the line of work we are attempting to do with the prospective teacher.

What a Citizen Should Know of Physiology and Hygiene.
Municipal Sanitation.
Preventive Personal Hygiene. (How to Keep Well.)
Mental Hygiene.
Contagious Diseases.
Heredity.
Safety First.
Stimulants and Narcotics.
Emergency Measures.

Scope of the work of societies, such as The American Health Association, National Association for Mental Hygiene, New Jersey Dental Society (Oral Hygiene), United States Public Health Service, Monographs of the New Jersey Department of Public Instruction.

This course serves as preliminary to the study of School Hygiene in the Senior Year.

Nature Study.

Preparation.

The course in Nature Study presupposes a thorough preparation on the part of students in the elements of the sciences taught in high schools. Students unprepared in high school science find difficulty in taking up the advanced work of the Normal school. The course is in no way designed to review the science work of the high school but, taking the high school work as a basis, it goes farther and plans professional training for students familiar with preparatory high school science. It is advised that high school students know at least the elements of physiology, zoölogy, botany, physics and chemistry.

COURSE.

The Nature Study course as planned takes the sciences already studied and selects from them subjects directly bearing upon the student's individual growth in power of observation, recognition of common objects within his own environment, power to interpret simple phenomena occurring around him and training in reasoning and appreciation of the place of science in his life. Emphasis is laid upon the subjects directly bearing upon the practical life of the citizen; studies which place him in control of his physical environment, giving him the power to become an intelligent force, adjusting himself to, or controlling, as the case may be, the great forces of Nature. The common problems of everyday life furnish abundant opportunity for good practical training.

CLASS-ROOM PRESENTATION.

Using the above work as a basis, the students are given training in the selection of topics for presentation in the class-room. This is not limited to city schools, but courses of study are planned for schools of various characters. The range of grades is also considered. The individual lesson, a series, a course, a year's program, etc., furnish topics for study. Demonstration lessons with the children furnish opportunity for measuring one's self by the standard of class-room experience.

BIOLOGICAL LABORATORY.

As the course in Nature Study lays especial emphasis upon the living organism, the biological laboratory is equipped with the growing plants, the living animals and the various devices for housing them. It is here that the individual student, in addition to her class work, may examine the sets of material especially designed for grade work to allow each child a specimen, the "School-room plant" window, the various salt and fresh-water

NATURE STUDY.

aquaria, the screened pool for insect metamorphosis, the living rabbit, canary or other home pet.

Each student is required to select a problem for original work, provide individual specimens for a class of children and work out the method of presentation. These specimens and plans are the student's own property and constitute the nucleus of a working equipment so that when she enters public school work she will not go empty-handed. The biological laboratory is her workshop, where she may gain inspiration and opportunity to measure her ability for independent work.

Class-Room Equipment.

It has been found necessary to instruct prospective teachers along the line of the equipment necessary for the teaching of Nature Study. The keeping of aquaria, selection and care of plants for the school-room, animal shelters, class sets of specimens, housing of illustrative material, standard mounts of pictures, home-made apparatus, etc., form topics for study. For students who desire it, instruction is given in the use of the camera for illustrative work, the manipulation of the microscope, lantern and other apparatus calculated to enrich the school work.

Source Work.

Need has been shown for teachers to be informed as to sources where material may be obtained. Most of the Nature Study in schools fails for lack of this essential. Excursions are taken to places in the vicinity where specimens may be obtained. In addition, the vicinity of Newark and New York is mapped out with a view to sources of material for future lessons. The State of New Jersey and what it affords in this line to the Nature Study teacher is also mapped out. Localities are given where classes of children may be taken to the best advantage,

together with methods for conducting such excursions. While primarily greater emphasis is laid on the obtaining by students of first-hand information from the study of scientific material itself, yet a short course is given on the subject of literary sources for teachers of Nature Study. The best books for a Nature Study Library, the best scientific magazines of popular interest, city, State and National publications, etc., are studied as to their availability to the Science teacher.

The Nature Study course covers twenty weeks of work, four periods a week.

Agriculture.

The subject of Agriculture is made as practical as possible. Since the problems in the country community are somewhat different than the problems found in the city life, the course is made very broad, so as to meet practical conditions. Throughout the course emphasis is placed on that part of arithmetic, language work and reading which will correlate with the work in agriculture. The students are to make this a practical part of the work in rural communities where a school garden is possible, and also where home gardens are conducted. Such problems as cost of fencing the school garden, and the amount of land in square feet, square rods and acres in the garden, are solved. A small bank is established at the school, where the pupils may learn something about notes and checks, also business correspondence. Letters are written to the Department of Agriculture and to different firms for seed catalogues, fertilizers and farm implements.

The outline of the course is as follows:

Soil, formation, kind.
Soil water, irrigation, drainage, soil air.
Life in the soil.
Material used in fertilizers.

Methods of working the soil.

Home gardens.

School gardens. Friendly, insect and animal life.

Mathematics connected with the measuring of the plots.

Cultivation.

Vegetables, injury done by insects; manner and ways of preventing insect pests. Disease found on vegetables.

Fruit, treated the same as vegetables.

Manner of shipping fruits and vegetables to market.

Bill of lading, receipts.

Cost of production, profits.

Grain: Corn, wheat, oats.

Cotton: Cotton seed and its use, other by-products of the cotton plant.

Animals: The relation of the animal to profit. Comfort of animals, horse.

Cattle: Care of milk, Babcock test, beef, disease among cattle, sheep, swine.

Poultry: Value of poultry to farm life, eggs.

Trees: Orchard, setting of trees, spraying of the orchards, pruning, grafting. Shade trees, forests, general relation of tree to agricultural interests. A study of the enemies and friends of trees among insect, animal and bird life.

Commercial uses of trees.

Applied Science.

This course is designed to give teachers a knowledge of facts intimately related to every-day life. Whatever functions in the life of the student or teacher from the utilitarian or æsthetic standpoint, is chosen for our work. The Normal School Weather Bureau, Photographers' Club, the Normal School Board of Health, divided into a Committee on Pure

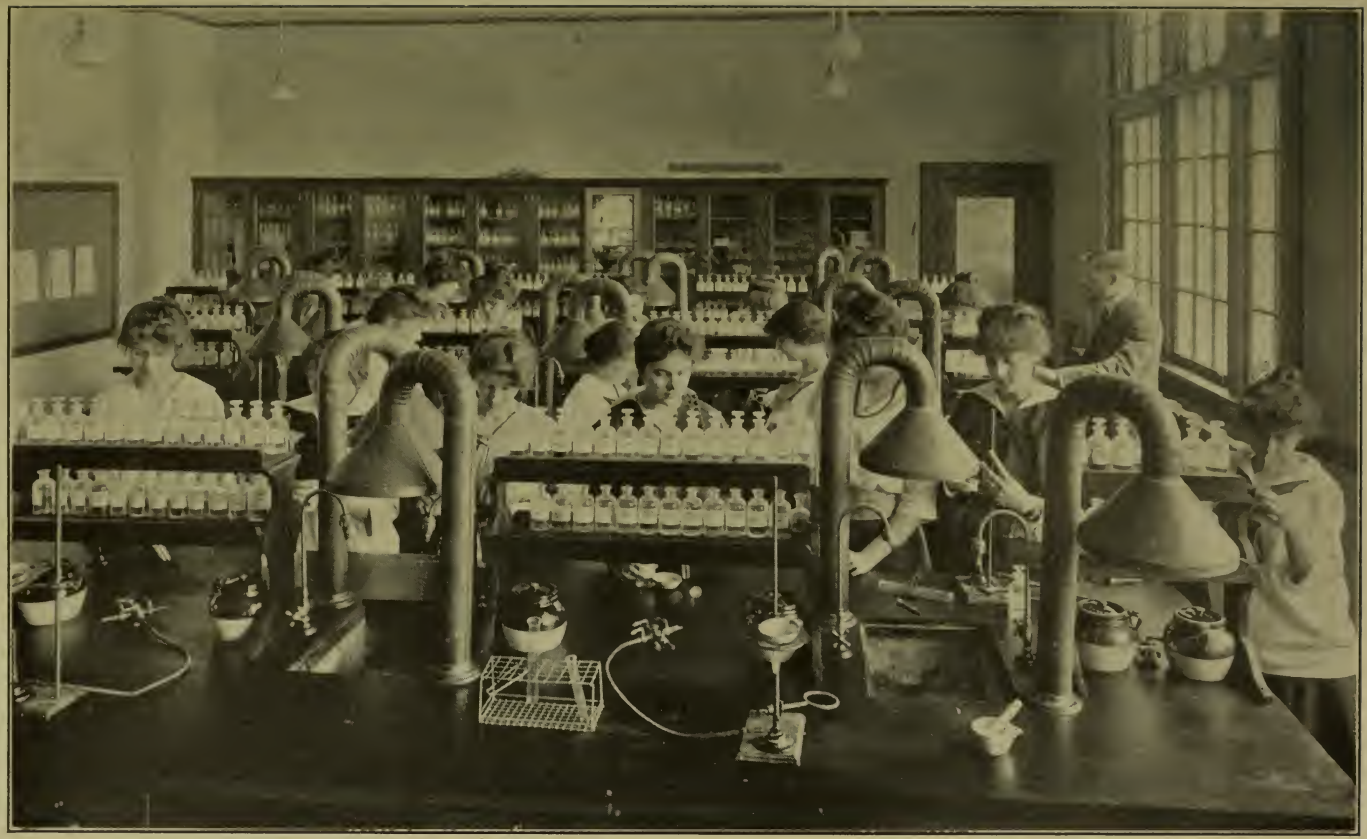
Food and Sanitation and a Committee on School Buildings, are some of the activities associated with these courses, which are of interest to teacher and pupil alike.

Many of the natural physical conditions which affect our lives are discussed. Conditions of heating and lighting are studied, not from the standpoint of physics, but from the commercial view. Our school building, with modern equipment—light, heat, ventilation and electrical power—affords a series of practical lessons, together with many of the principles involved in time and labor-saving machines, under the topics of heat, light, sound, electricity, mechanics, pneumatics and hydraulics. Such topics as the following will be studied: Methods of heating buildings, efficiency of gas and electricity, comparison of cost, reading of gas meter and electrical watt meter, principles involved in the electric iron, vacuum cleaner, incandescent light, and other commercial articles.

Some time will be given to the discussion of elements and compounds which are of importance to our living conditions. Such topics as atmosphere, water, foods, clothing, dyeing and bleaching of cloth, and raffia will be considered. Students will make tests for impurities found in milk, cheese, meats and other food products. The chemistry of photography, blue prints and other industries closely related to life are presented.

Science Methods.

The aim of this course is to study such sciences as should be taught in the grades. The science for each grade is carefully studied. The student-teachers are given much of the work as it should be taught. Material is obtained by the members and the manner of arranging the work for teaching is carefully studied. Emphasis is placed on all science study which will function immediately in the life of the child. Near the end of the course practical demonstrations will be given with grade pupils.



SCIENCE LABORATORY.

Arithmetic

The course in arithmetic covers work in two half-years, four periods per week in the Junior B class, and three periods per week during half of the Senior B term.

I. Review of the arithmetic of the elementary school.

Several weeks at the beginning of the term, and portions of each period for the rest of the course, are devoted to a review of arithmetic. This includes, first, the analysis and solution of problems of all the types used in the elementary school; and, secondly, extended drill in computation.

II. The teaching of arithmetic.

The review in arithmetic is accompanied at every step with the making of problems by the student, problems conforming to given types or requiring the use of given operations with abstract numbers. Facility in the formulation of concrete problems from given data is regarded both as essential to the teacher's equipment and as a test of her own grasp of the subject.

Attention is paid to the requirement that arithmetic be made to function in the life of the child. To this end, and in order to provide for the study sufficient motive to make arithmetic a live issue to the child himself, problems are based upon materials and quantities found in the child's experiences at home and on the playground and in school, as well as in the larger industrial and social life for participation in which the school is preparing him. Correlation with the departments of Science, Industrial Arts and Geography is provided for.

Oral arithmetic, in the solution of simple problems of all types, is regarded as of great importance. The simple problem is made to precede the more elaborate work which requires written computation. The habit of estimating results before exact computation is encouraged.

The methods of primary arithmetic, required in the child's gaining the number concept, learning the number combinations, and becoming familiar with the fundamental processes, are the subject of study in the latter part of the Junior B term.

Facility in conducting the drill lesson is secured as the means for developing accuracy and speed in computation. Due emphasis is put upon the use of economical forms of arrangement in computation.

The idea and principles of sequence are developed from the normal student's own experience in the elementary school. The course of study recently issued by the State Department of Public Instruction and contained in the monograph entitled "The Teaching of Elementary Arithmetic," is used as the basis for the consideration of the contents of the course of study. Some familiarity with the specifications for the various grades is required. Comparison is made with several other courses of study.

The application of psychology to the learning and teaching of arithmetic is noted, together with those mental differences in children which account for differences in mathematical ability.

Geography.

This course embraces a review of physical and industrial geography and a study of the methods of teaching the subject in the elementary schools.

A brief time is spent with the history of geography, thus arriving at an accepted view of the subject. This view involves a study of human adjustments and relationships to physical controls. The principal controls emphasized are land forms, water forms, climate, soil and mineral deposits. Tarr's, Dryer's and Salisbury's Physical Geographies are used at this point.

The geographic controls are studied in their causal rela-

tion to industrial and political history, and to as many present social conditions as have a vital connection with life in the State and community. Dodge's Advanced Geography, Robinson's and Adam's Commercial Geographies, Semple's and Brigham's books on the relation of geography to history and Bartholemew's Practical Industrial Atlas, are used at this time.

Practice is given in the use of maps, globes and other authentic source materials. The students are caused to become familiar with an extended list of reference books and objective materials, and are required to grade the same. Students are continually tested as to their ability to interest a grade class in various assigned topics or problems. The class observes and discusses model lessons taught to exemplify the different type lessons of geography. They prepare lesson plans on these type studies which receive class criticism. Each student is assigned one industry. He visits this industry, outlines its geography, collects objective material and facts and prepares a lesson plan for teaching the same in a specified grade. Class excursions are also conducted from time to time, and these together with construction work make many phases of the subject more concrete.

Toward the end of the term elementary school courses of study are carefully examined, considering principally the child's interests, his powers of imagination and social needs: also the possibilities of correlation, some suitable developmental methods, and the selection, elaboration and organization of content. Emphasis is given to the importance of obtaining from a class of children specific problems for their own selection, thereby motivating their work, teaching them how to study and making of them independent thinkers. Subject matter and method are put to the tests of educational principles and present social demands throughout the course. Books used in method are Sutherland's "Teaching of Geography," Redway's "New Basic of Geography," Dodge and Kirchwey's "Teaching of Geography in Elementary Schools."

History and Civics.

A. Junior A (twenty weeks, four periods per week).

The purpose of this course is to provide students with a method of dealing with historical material suitable for the grades; that is, the collection, selection, organization and unification of such material. The texts used are Muzzey's and Ashley's histories.

Current problems are related to those of history, whenever possible. In connection with this work, "The Independent," "The Outlook," "The World's Work" and other weekly and monthly magazines are in use.

The presence of a library in the school and the proximity of the Newark Free Public Library make possible the use of all standard references and much illustrative material.

The outlines of this course are given to the Department of Manual Arts, so that from time to time the work of the two departments may be correlated. Maps for use in the history work are made in the geography department.

As a special problem each student investigates the development of one industrial, social or educational feature, reports his work from time to time, and presents the results with bibliography and illustrations to form a part of a working laboratory for the school.

Excursions to places of historical interest are planned as a method of source study; four excursions are planned, including one to Washington's Headquarters and Fort Nonsense, at Morristown, and one to the seat of government at Washington. The students use the materials from these excursions in teaching lessons with the Balopticon, which presents teaching material in a clear and forceful manner.

B. Senior B (ten weeks, three periods a week).

The purpose of this course is to provide method for teaching history. Class discussions and readings from Johnson's "The Teaching of History," McMurray's "Special Method in History," Wayland's "Ways of Teaching American History," cover—

I. Aim and purpose of teaching history.
II. The effect of the aims and purposes upon
  a. Accuracy of data.
  b. Use of sources.
    1. Primary and derived.
    2. Relics and traditions.
  c. Methods of teaching.
III. The history of history teaching.
IV. Aids to teaching history.
V. The problem of local history.
VI. Development, study, assignment, review and test lessons.

Plans are written by pupils for the teaching of history stories and lessons in every grade. Two hours each week are spent in the teaching of these lessons and discussion of the principle involved.

Art Department.

Junior B Class.

Purpose: To develop an appreciation of, and a love for the beautiful through (1) a study of the principles of Art; the guiding thoughts and the ways that lead to fine choices of line, tone and color and to discrimination in degrees of harmony; (2) the application of these principles in various phases of industrial and household arts design, representation and treatment of color.

Design.—Problems are planned to be completed in the school shop. Both constructive and decorative design is

emphasized and the objections to ornamentation as such pointed out. The use, structure and material of the object are kept constantly in mind.

Color.—Theory of color and color harmony. Practice in color, hue, value and intensity.

Representation.—Drawing from objects, flower forms, and landscape in mass, and outline, using brush, pencil and crayon.

Picture Study.—Appreciation of good pictures. Selection of pictures for the home and school. Framing pictures.

Industrial Work.

Hand work in the following courses is along the line of applied design. As far as possible, problems begun in the art department are carried to completion in the school shops. Constructive design and its application is emphasized. The value of the work, from the educational standpoint, is discussed with special reference to the capacities and needs of children of the elementary school. The industrial field is worked out in detail. The industry is studied both from the standpoint of the producer and consumer, and that of the products themselves. A wide appreciation is gained in many phases of craft work.

COURSE I. ELEMENTARY INDUSTRIAL ARTS.

The course is based on a study of the industries which take the raw materials and make them into things of greater use and value to the human race in its daily life. Considerable emphasis is placed on the economics and artistic factors in selection and combining of all materials used.

Work for the various grades is planned on the following lines:

Grades 1 and 2.

Study of paper, its source, making and uses; books, printing, keeping of records. Booklets, and portfolios are made for drawings, pictures and records of school activities.

Study of cotton, wool and silk as to feel, looks, uses and source. Pieces of these textiles are used to make and dress dolls.

Study of the planning, making and furnishing of homes and other buildings used in the life of a community. Houses and stores are made of wood or cardboard and furnished simply, using wood, cardboard, paper, clay, textiles, etc.

Study of utensils and tools used in school, play and life. Looms, kites, boxes, baskets, etc., are made.

In addition to the above, a few familiar foodstuffs are studied as to source and simple ways of preserving them and making them more useful.

Grades 3 and 4.

Study of books, printing, illustrating. Note-books, portfolios, etc., are made.

Textile study as above (but including linen). Processes of spinning, weaving, dyeing, etc. Caps, rugs, hammocks and similar articles are woven and dolls are dressed in costumes characteristic of different countries.

Study of homes and community life of various people. Miniature houses are made and furnished as these people do it.

Food study—Preserving, preparing and combining of different foodstuffs.

Work for each of these grades is planned with reference to a maximum cost of 25c. per pupil per year.

COURSE II.—WOODWORKING.

A study is made of the woodworking industry, carrying the work out into as many phases as possible. Problems are provided representing the following trades: Cabinet making, carpentry, pattern making, boat building, wagon construction, box making, etc. Each problem is made suitable for the elementary school and its relationship to the industry established through various lines of investigation. The costs of lumber, stains, finishes, etc., are brought out in estimating the value of project. The following will be suggestive of type of problems attempted: Match strike, calendar back, picture frame (one piece), laundry list, looms, boxes, toy carts, open wagons, animals and furniture, miniature houses, power boats and other mechanical toys, waste paper baskets, mitre boxes, picture frame clamp, picture framing, taborets and foot stools, forms for concrete. In addition, the student is allowed some freedom in selection of problem, and is also requested to make at least one problem in relation to some school activity or need.

The exercises call for experience in sawing, planing, boring, cutting, chiseling, sand-papering, measuring, etc. Commercial processes are approached and constructions sanctioned by the trades are employed. The more common methods of finishing with wax, shellac and varnish are illustrated.

COURSE III—TEXTILE STUDY.

This course is based mainly on the study of the four textiles—wool, cotton, silk, linen—and deals with their source, kinds, uses, tests for adulteration and economic values for clothing and household furnishing.

Courses of study and lesson plans suitable for the various grades are made out by students. These include elementary

MANUAL TRAINING ROOM.

work in costume design, garment making, mending and millinery; shopping; comparison of factory, custom and home-made clothing and house furnishings; and sanitation and hygiene of clothing and of household furnishings.

The practical handwork includes the fundamental stitches of plain hand sewing, simple embroidery stitches, knitting, crocheting, mending and the construction of articles suitable for the various grades, such as the following:

1st Grade—Doll clothes, needle-case, pencil-case.

2d Grade—Doll clothes, bean-bags, rag doll, baby's bib.

3d Grade—Penwiper, pin cushion, holders, work-bag.

4th Grade—Shoe-bag, handkerchief case, bureau scarf, sewing apron, baby cap.

5th Grade—Apron and cap for cooking, collars and cuffs, carriage robe for baby.

6th Grade—Handkerchief, towel, curtains, underclothing.

7th Grade—Bed and table linens, slipper-bag, bureau scarf, cap.

8th Grade—Underclothing, hat, blouse, simple dress.

The cost of courses for different grades is carefully estimated and ranges from 5c. to 50c. per child per year in grades 1-4, and from 25c. to $1.50 in grades 5-8.

Study of textiles, sources, tests, kinds, costs. Fundamental stitches for plain hand sewing. Simple embroidery stitches. Knitting, crocheting, mending, machine sewing, cutting and fitting, pattern drafting.

Lesson plans and class-room management. Phases of Textile Study, where and how presented. Choice and care of supplies and equipment. Bibliography. Planning of courses of study suitable for the various grades of work, same to be chosen by the instructor from above groups.

Mechanical Drawing. (One term).

This course is planned to give thorough instruction in the use of drawing instruments and the principles of simple orthographic projection. Problems are used that can be worked out later in the shop. Working drawings are made from the freehand sketch. In connection with this, stress is laid on commercial forms of letters and titles of drawings; also the development of surfaces and lines of intersection.

Bookbinding.

Course is given in elementary bookbinding in direct connection with the library. Pamphlets, magazines and old books are repaired.

COURSE IV.—BOOKBINDING.

Work is provided that will relate directly to the library. Different methods of binding pamphlets and magazines will be used, going from the simpler to the more complex binding. The last project is the rebinding of a book, sewing the sections on tapes. State and government reports are employed for pamphlet binding, all of which will function in the students' activities. The course will be introductory to the course in Library Methods.

English.

JR. B, JR. A, SR. A.

This course emphasizes the organic unity of the subject and the need of planning for instruction in one phase with an understanding of the purpose of all instruction in English. It aims to develop in the student:

(*a*) Appreciation of literature and language as art and of the importance of artistic and literary standards as "touchstones" in teaching.

(*b*) A "linguistic conscience and pride."

(*c*) A sound view of the character, scope and aims of literary and linguistic training in the elementary school.

I. Composition—Jr. B.

Nature and scope of subject in elementary school—Controlling aims—Character and æsthetic values—Motives or incentives, utilitarian, social, artistic.

Discussion and application of principles governing the choice of material and the methods of class presentation—Forming the habit of good composition—Study of typical forms of compositional activity in the grades.

Interpretative reading of the State monograph on the subject—Plans and illustrative lessons covering specific problems in the teaching of oral and written composition.

II. Literature—Jr. A.

Study of the nature, elements, and typical forms of literature.

Discussion and application of principles determining the selection of literature for the grades and the method of class presentation.

Intensive treatment of poems and stories appropriate to the grades—Aims and methods—Lesson plans.

III. Grammar—Sr. A.

Grammar defined—Modern viewpoint—Content—Terminology—Review of facts and principles—Method, largely inductive—Plans and type lessons—Interpretative reading of State monograph on subject—Assigned readings.

Special Method.

READING—PHONICS—SPELLING.

I. READING AND PHONICS.

The purpose of this course is to present the principles underlying the teaching of reading and to acquaint the students with the best methods of teaching it.

The course embraces a historical survey of children's literature and a detailed study of the following topics:

Nature of the Subject.—Cultural and formal aspects; the reading process; the reading unit; the word in its functional relation to the thought.

Selection.—Indentification with the end which makes reading valuable. Its bearing upon the development of reading tastes and reading habits. Basis of choice and variety in choice. The teacher's and pupil's choice. Sources from which suitable material may be obtained and the purpose which each serves. The school reader and the selected unit. Teaching the masterpiece. Relation of choice to purpose and purpose to choice. Organization of reading matter with special reference to the needs of the different grades.

Teaching Problem.—The subject aim interpreted in the light of the primary, intermediate and grammar grade reading. Reading interest and the part they play in determining when and how reading shall be taught. Providing motive for learning to read; first reading experiences. The teacher's preparation for the reading lesson; freedom in the choice of the material and method used, purpose and method in agreement. The value and character of assignments. The preparatory or study lesson and the reading lesson. Training that should result to the child through being taught what to read, how to read and how to read a book. True test of reading efficiency. Standards of work. Care of special cases.

Comparative Method.—First the basic methods alphabetic, phonic, word, sentence and story are considered as a foundation for the study of the aims, procedure and merits of the modern methods and combination, such as The McCloskey, Aldine, Rational, Progressive Road to Reading, Free and Treadwell, Natural, Story Hour, etc.

Silent and Oral Reading.—The specific functions of each. Supplementary reading—Its true meaning and use. Home reading. Sight reading. The possibilities of the class-room library.

Phonics as an aid to independent reading—When appropriate to introduce; character of the instruction dealing with sight-words, phonograms, diacritical marks, etc. Value of good speech environment emphasized. Word development and word drill, context relation emphasized. Vocal expression—What it should reflect; upon what its success depends; value of the teacher's example.

Correlation as a means of enriching the learning process. Dramatization as a factor in teaching reading.

Character of the Work.—Discussions, observation of lessons, especially in sequence, required reading, including a study of the State monograph, etc. Students are made familiar with the reading matter most frequently recommended for use in the grades. Types are selected and discussed as to value, purpose and presentation. At intervals in the course the students are required to read before the class in order to train for the example which the teacher must be to her pupils.

II. Spelling.

This course aims to contrast the old and new methods with a view to establishing the present-day standards of instruction, and showing that correct habits of spelling are largely the result of the instruction received.

The following topics are considered:

Nature of the subject and its relation to the other subjects of the curriculum

Source of Words—The common every-day words identified with the child's needs. The spelling book, its value and limitations.

Aim and character of the instruction, prevention the keynote. Securing and maintaining interest.

Memory appeals and associations—Eye, ear and muscular.

Value of the language unit over that of the formal list of words.

Assignment, study and testing—Value and control.

Relative importance of oral and written spelling.

Phonetic translation and syllabication of words.

The dictionary—Use and training in use.

Correction of misspelled words—The teacher's and the pupil's parts.

The length of the spelling period and the number of words to a lesson.

Value of the spelling note-book, spelling games, etc.

Besides the regular class discussions, lessons are observed and planned by the students. The State monograph is used in connection with this work.

Various modern spelling books are examined and their merits reported on.

Art Methods.

The purpose of this course is (*a*) to awaken an appreciation for art in its relation to the social and industrial life of the people, thereby revealing the educational value of art instruction and promoting higher standards of taste. (*b*) To train for technical skill and teaching power through a study and practice of the art principles and methods of teaching, with special reference to color, representation and design.

The class work consists of discussions, observations of

ART DEPARTMENT.

lessons presented in the different grades, lesson plans and training in the proper choice and use of material. Problems which relate to the life of the child are planned by the students; these are subject to class criticism, after which the appropriate development and presentation of the approved problems are considered. These same problems are worked out graphically from the standpoint of the child, thus providing for much practice in technique to the student, besides establishing a clearer insight into the same as problems in teaching. Especial attention is given to the correlation problem, the occupation exercise based on specific instruction previously given, the use of illustrative material and picture study.

Art appreciation further cultivated through a study of various forms of expression combining beauty and use.

Music.

The primary aim of this course is to prepare students to teach music in the public schools, by awakening and stimulating an interest in music and developing a greater appreciation of good music, through a thorough study of the fundamental principles and interpretative study of songs, showing the educational and cultural value of such study.

The course includes—

(*a*) Study of children's songs.

(*b*) Study of fundamental principles.

(*c*) Sight-singing and ear-training.

(*d*) Chorus work and conducting.

(*e*) Application of principles to methods used in the grades.

Penmanship.

The purpose of the course in penmanship is to instruct students in the execution of good handwriting and the best methods of teaching the same.

Points especially emphasized are correct position, movement, correct slant, and letter forms. These are discussed, and the reasons for their use made clear. Much practice at the desks and blackboards is given, always accompanied by helpful criticism.

The method of teaching penmanship is discussed with regard to best means of teaching position, movement and form, the time for the child's beginning of writing, materials used and their adaptation to the child's needs, the use of the blackboard for both teacher and pupil and the place of writing in the school curriculum and class program. At the close of the course lesson plans for writing lessons are written and discussed, the students teaching the lessons according to their plans.

Physical Education.

The general health of students is the first consideration, and to this end students are weighed, measured and examined by the physical training head and the school physician. In order that students may do intelligent, corrective work, cards are given them, indicating proper exercises for weaknesses. The work in the gymnasium is educative, hygienic and recreative, the relation of organic vigor to mental ability and happiness being emphasized.

The German and Swedish systems of gymnastics are taught with special reference to grade work. Students are placed in charge of classes in order to give them confidence, initiative and the ability to make the work interesting and helpful.

Besides the regular grade work, students themselves receive special training for their own bodily development and muscular control. Exercises are given which regulate the blood pressure, force expansion of the lungs, secure correct carriage and give grace of motion. Simple apparatus work is used to produce quickness of action and muscular power.

GYMNASIUM.

Games and folk dancing are made important features; students are fond of these forms of mental and physical recreation. The games selected are those which children enjoy, and students are called upon to lead and direct them. This gives valuable practice for playground and summer school activities.

Poise, grace, balance, alertness and muscular power express beauty in action as well as in thought and feeling. Folk and æsthetic dancing develop these things.

The aim of the course is not only to prepare students for class-room work, but is to give courage to the timid, energy to the sluggish, grace to the awkward, the recognition of the place of play in the child's life and the sincere desire to make the mind a worthy inhabitant of a well built and cared-for house.

Frequent exhibitions given in the spacious and well-equipped gymnasium indicate the scope and interest manifested in the physical training work.

Junior B Year—Two hours of gynasium work, consisting of corrective exercises—tactics, freework, apparatus, elementary folk dances and games.

Junior A Year—One hour teaching of the theory of gymnastics. One hour class-room practice teaching.

Senior B Year—Practice teaching, special stress being laid on corrective exercises, folk dances and games.

Senior A Year—Round table talks with practical demonstrations.

Story Telling. Senior B.

Comparative study of literature in its poetical, mythical and historical settings. Practice in selecting and telling stories. Discrimination of moral and ethical values. Practice in writing and adapting stories.

Text and Reference Books:

Browning's Pied Piper.

Miss Peabody's Piper.

Ibsen's Little Eyolf.
Irving's Rip VanWinkle.
The Legend of Sleepy Hollow.
Hawthorne's Wonder Book.
Kingley's Hereward the Wake.
Scott's Ivanhoe.
Blue Beard.
Maeterlink's Barbe Bleu.
Maeterlink's Blue Bird.
Chanson de Roland.
Wagnerian Myths.
Mother Play in Story—Carpenter.

Dramatization. Senior A.

The use of the dramatic form in the school. The music story. Practice in the presentation of a school drama.

Kindergarten Course.

This course requires two years. Students are admitted in September only. The entrance qualifications are the same as those for grade teachers, with the additional requirements of a good singing voice and the ability to read and play instrumental music. Personal qualifications as to fitness, physical and mental, for the special needs of the Kindergarten will be considered at the time of admission. The number of students will be limited.

JUNIOR B (FIRST HALF YEAR).

Psychology,	4	periods	per	week
English,	2	"	"	"
Biology,	4	"	"	"
Arithmetic,	4	"	"	"

Industrial Art,	2	periods	per	week
Art,	2	"	"	"
Kindergarten,	4	"	"	"
[Gifts, Occupations, Games, Mother Play, Singing.]				
Physical Education,	2	"	"	"
Penmanship,	1	"	"	"
Spelling,	1	"	"	"
Music,	2	"	"	"
Library,	1	"	"	"
	29	"	"	"

Junior A (Second Half Year).

Psychology,	4	periods	per	week
Literature,	3	"	"	"
Applied Science,	3	"	"	"
Agriculture,	1	"	"	"
Sewing,	2	"	"	"
Music,	2	"	"	"
Spelling,	1	"	"	"
Industrial Art,	2	"	"	"
Physical Education,	2	"	"	"
Art Method,	2	"	"	"
Physiology,	1	"	"	"
Kindergarten,	4	"	"	"
[Gifts, Occupations, Games, Mother Play, Stories, Program.]				
Mechanical Drawing,	1	"	"	"
Bookbinding,	1	"	"	"
	29	"	"	"

These subjects pertain directly to the Kindergarten.

Mother Play: Principles of Kindergarten methods as given by Froebel in his "Mutter Und Koselieder." Careful

consideration of their relation to the right guidance of the child in the home and in the kindergarten.

Gifts: Study of their arrangement and purpose. Practical suggestions for their use in home and kindergarten.

Occupations: As supplementary to the gifts; as related to the child. Carefully selected series to be made by students.

Games and Rhythmic Work: The Play life of the child studied in regard to instinct, physical exercise, imitation, imagination and social relationships. Rhythm and its proper development. The playing of kindergarten games.

Singing: The songs of the kindergarten; selection, expression, presentation.

Program Work: A general review of the sequences of the year, its holidays and special observances; the typical program; how to meet the individual child.

Stories: To supplement the general story course a particular study is made of stories adapted to the purposes of the kindergarten. Practice in selecting and telling.

SENIOR B. (TEN WEEKS OF THEORY, TEN WEEKS OF PRACTICE AT WEBSTER SCHOOL.)

Reading Methods,	4	periods	per	week
Physical Education,	2	"	"	"
History of Education,	5	"	"	"
Geography Methods,	4	"	"	"
Story Telling,	3	"	"	"
Music,	2	"	"	"
Penmanship,	1	"	"	"
Arithmetic Methods,	3	"	"	"
Kindergarten,	4	"	"	"
[Mother Play, Gifts, Occupations, Games and Rythms, Stories, Program, Singing.]				
	28	"	"	"

Senior A. (Ten Weeks of Theory, Ten Weeks of Practice Throughout Various Centers in the State.)

Teaching Process,	3	periods	per	week
History of Education,	5	"	"	"
Methods in Reading,	3	"	"	"
Physical Education,	2	"	"	"
Kindergarten, [Mother Play, Gifts, Montessori Method, Occupations, Program, Games.]	4	"	"	"
School Hygiene,	4	"	"	"
Science Methods,	2	"	"	"
Platform Practice,	1	"	"	"
Visiting Educational Institutions,	3	"	"	"
Library Methods,	2	"	"	"
Grammar,	1	"	"	"
	30			

Mother Play: This subject will be continued and especially related to the kindergarten program.

Gifts: Original work from students. The study of Froebel's Pedagogics of the Kindergarten will be made in connection with the gifts. Architectural laws will be considered in relation with the 5th and 6th gifts.

Occupations: Froebel's Education by Development will be used, and the series of the occupation work completed; color and form and decoration considered.

Montessori Method: The Didactic Method and its use in the kindergarten.

Games and music and story telling now center around the program-making. Special attention will be given to representative music.

Program: A complete program will be written by each student and discussed in class.

Education of Man: A general survey of this work of Froebel's as applied to kindergarten and grade teaching.

Observation, Training and Practice.

To give to teachers vocational training and ideals is the controlling purpose of each department in a normal school. It is the function of this department to recognize and promote the necessary part performed by every other department and to bring all parts and forces into coöperation and unity for the distinct benefit of the teachers to be trained.

Training and practice cannot be a complete success unless those interested in this work are conscious of the amount and character of the theory possessed by the students to be trained. This theory, together with the personal characteristics of the individual students, becomes the basis for directing the training of each student. Habits of teaching are to be gained and these can be acquired only by teaching. In this process of learning to do by doing there is a decided waste unless the basic theories already presented are conserved and applied.

The departments of theory and training are unified by the coöperation of the theory instructors who visit the Webster Training School to test and demonstrate their theories, and also by those instructors who conduct or direct model lessons in the Demonstration Room at the Normal School. Critic teachers occasionally visit the theory departments and frequently teach model lessons in the Webster Training School. General meetings are also held either in the Normal or Training School for the purpose of discussing theories and practices in teaching. Another very effective means of conserving the efforts of the two departments is found in the organization and methods of

DEMONSTRATION ROOM.

the course in Theory and Practice of Teaching, described on a following page under the heading of Training.

The most serious reason for maintaining a centralized system of training is to promote the unity between theories and practices in order that the same unity may be maintained in the minds of the student-teachers. This naturally promotes the efficiency of the student-teacher by avoiding waste in both theory and practice.

Following theory, observation and training, the students are given an opportunity to practice. At this time the student is well founded in principles of pedagogy and habits of teaching. The practice work is scattered in order that the students may receive abundant opportunity to teach and thereby establish their principles and develop and perfect their habits in the teaching process.

Observation.

Intelligent appreciation of the interests and needs of children and their tendencies to respond is one of the first requisites of the teacher. Directed observation is an effective means of gaining this appreciation, and the individual theory instructors are largely responsible for the extent and success of the first work in observation. During each term of the Junior year and the first quarter of the Senior year, the instructors have several lessons taught in the Training School or Demonstration Room for their classes to observe. These lessons are not planned for a particular day of each week, but are arranged on a week's notice to meet the immediate needs and growing demands of the theory instructors. It is through this observation that the students are first introduced to the Training School and the working relation of theory to practice.

This work is supplemented by directed observation in Webster Training School. While the Senior B students

are receiving training, they have at least one hour each day to observe the work of the critic in charge. This work is directed by a series of questions which are placed in the hands of the students. The students write out the answers to these questions in their plan books. These notes are discussed in the regular meetings which the students have with their critics, and also by the instructor of the course in "Theory and Practice of Teaching," who is familiar with all the activities in the Training School, and also meets each day with both sections of students in training.

WEBSTER SCHOOL TRAINING.

The training is coördinated with a course in "Theory and Practice of Teaching." Both lines of work are given to Senior B students for a period of ten weeks. In order to promote the values of both courses they are made to alternate. The students are divided into two groups, one spending the morning at the Normal School and the afternoon at the Webster Training School; and the other, the morning at the Training School and the afternoon at the Normal School. At the end of the fifth week the sections are shifted in order that all students may receive training in both morning and afternoon work.

The students in training observe the work of their training teachers for a few days, then, while the observation continues, they are assigned to teach the minor subjects. Later they are assigned the more difficult subjects, and before the end of their period of training each student has taught each subject several times. The students keep observation and plan books which are carefully corrected. The training teachers also have regular meetings with their respective student-teachers for assignments, directions, discussions and criticisms.

The course in "Theory and Practice of Teaching" follows

the needs and activities of the students in training. It includes, first, a discussion of how and what to observe; next, training in writing lesson plans for minor subjects; then, by means of demonstration, observation, lesson plans, discussion and organized criticism, the classes study, observe and teach the different types of lessons emphasized in training, such as the drill type, development type, appreciation type and study type. The related topics of children's interests and needs, questioning, assignment of lessons, ways of promoting interest and securing attention, class-room control, class routine and use of courses of study are considered. With the exceptions of the time spent in observation at the Training School and other schools in the vicinity, this course is conducted in the Demonstration Room at the Normal School. This is an attempt to convert this Demonstration Room into a School Management laboratory. The subject matter is derived from training teachers, student-teachers and children while the guiding theories are obtained from instructors in general and special methods in the Normal School.

Practice Teaching.

Ten weeks of theory work intervene between the period of training and the last ten-week period of practice teaching. The students are now placed with individual critics in different practice centers in the northern and eastern part of the State.

Several rural school centers of practice are being established in order to give special training in rural school management and methods.

Each student in practice is under the personal guidance of a critic teacher of superior experience and training. General and group meetings of the critic teachers are held by the Principal and Supervisor of Practice at the Normal School and at different practice centers. The student-

teachers and critics are visited by a representative of the Normal School, who maintains a uniformity of standards and ratings, observes, discusses and tests the work of student-teachers and inspects the notebook work assigned to each student before leaving the Normal School. The assignments are as follows:

I. Preparation of class programs.
II. Lesson plans for special lessons.
III. Daily and weekly plans.
IV. Kinds of school records and how to keep them.
V. Assigned readings:
    A. Special method. (State Monographs.)
    B. General Method.
    C. School Management.
VI. Notes on observation:
    A. Drill, development, appreciation and study types of lessons.
    B. Ways of maintaining interest, attention and control.
    C. The routine of the class-room.
    D. Special methods of meeting the needs and interests of individual children.
    E. Means by which thoroughness is promoted and tested.
VII. An accurate record of the number of days taught.

Library Methods—Jr. B, Sr. A and B.

The purposes of this course are:

(*a*) To teach the students the use of books as reference tools.

(*b*) To familiarize them with library methods, so they may use a library intelligently and may train their pupils along the same lines.

(*c*) To give them a practical working knowledge of the principles governing the selection of books, more especially reference and children's books

LIBRARY.

The school library is used as a laboratory for practice work for the students, and the assignments given them are planned to correlate as far as possible with the work of the departments, making the work more practical.

Course covers following subjects:

Jr. B Term:

1. Use of libraries.
   - Relation of libraries to education.
   - Library classification.
   - Use of catalogue.
2. Use of books.
   - Physical book.
   - Care of books.
   - How to use a reference book.
3. Reference books.
   - Dictionaries.
   - Encyclopædias.
   - Special cyclopædias.
   - Indexes.
   - Public documents.
   - Society publications.
   - Periodicals for school and reference use.
   - How to compile a bibliography.

Sr. B. Term:

Book selection—

- Principles.
- Library lists and State aids.
- Publishers' lists.
- Publishers.
- Reviews.
- Editions.
- Ordering and buying.

Sr. A. Term:
Library administration—
N. J. School Library law.
Establishment and equipment.
Library records.
Classification.
Cataloging.
Shelf-listing.
Mechanical processes.
Filing.
Indexing.
Picture collection.

The library has a collection of over 5,000 circulating books, mainly on subjects which are taught in the school, besides a great many educational and technical magazines, a model children's library, a model collection of reading and spelling manuals, and a large file of pamphlets on miscellaneous topics connected with the work of the school.

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